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ABSTRACT

Education certainly encompasses more than that which occurs in the classroom. Every educational experience the student has in or out of class during his formative years will help to determine what sort of adult citizen he will become. There is a possibility that this topic may excite controversy, because many people are convinced that education is mainly intellectual inquiry--fact gathering and problem solving--while many others believe that there must be more of a balance between intellectual inquiry and social experience. There is good reason to believe that this balance is once again being widely accepted by schoolmen. This guide to social activities was designed to help define what is involved in planning, administrating, and evaluating school social activities. Topics of discusseion include: (1) the facts of life and basic considerations in planning activities, (2) involvement and administration, (3) typical social activities, (4) limitations, (5) a sample community approach, and (6) evaluation of the activity. (Author/PC)

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A Guide to Social Activities

By
EDWIN B. KEIM
and
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CG 009 643

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New Directions for Student Council
NUMBER FIVE

A Guide to Social Activities

By
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and
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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
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Foreword

Education certainly encompasses more than that which occurs in the classroom. Every educational experience the student has in or out of class during his formative years will help to determine what sort of adult citizen he will become.

There is a possibility that this topic may excite controversy. Why? Because today many people are convinced that education is mainly intellectual inquiry—fact gathering and problem solving—while many others believe that there must be more of a balance between intellectual inquiry and social experience.

There is good reason to believe that this balance is once again being widely accepted by schoolmen. To help define what is involved in planning, administrating, and evaluating school social activities, the National Association of Student Councils presents **A Guide to Social Activities,** the fifth in its New Directions for Student Councils series.

We wish to give special thanks to Edwin B. Keim and Morris C. Jones, Jr. for their efforts in preparing the manuscript; to Gerald M. Van Pool, who, as NASC Director of Student Activities, is overseer of the entire New Directions series; and to Richard P. Harland, NASSP Editorial Assistant, who edited the manuscript and saw it through to publication.

Ellsworth Tompkins,
Secretary
National Association of Student Councils
Executive Secretary
National Association of Secondary-School Principals

A Guide to Social Activities

Facts of Life

Man is a social animal. As such, he must learn to live, work, and play with others. With the exception of an occasional hermit or recluse, this fact of life cannot be denied.

Social behavior is learned. It is the product of social experiences which have been accepted by and are acceptable to the individual. As in all other learning, the experiences leading to acceptable social behavior require guidance.

Social experiences stem from many sources. There are those that are the products of family life, those that result from contacts with friends, those that grow out of participation in community activity, and those which are the result of attendance at school.

Schools are a product of society. As life has become more complex, society has focused greater attention upon the schools. An ever-increasing demand for the expansion of school responsibilities has been noticeable, and because of this the significance of the school in social development has also increased.

Social development cannot be confined to recreational activities. It might be argued that a student experiences social as well as intellectual stimuli in an English class, in the school lunchroom, in the assembly, at an athletic event, or during a hootenanny. Most modern educators agree

that all the experiences provided for the student within the school have some social significance. However, this booklet is devoted primarily to those social activities which take place outside of the classroom and the laboratory; in brief, it will discuss social development through recreational activity.

THE SOCIAL NEEDS OF THE SECONDARY SCHOOL STUDENT

The secondary school years fall during the period of greatest social development in the lives of normal individuals. The student enters the secondary school in the seventh grade as a child; he leaves at the end of the twelfth grade as a young man or woman. To be sure, great physical and intellectual changes take place during this period, but equally important are the emotional development and the changes in social outlook that accompany these. These do not occur at the same time in all students, and this tends to make the task of the secondary school more difficult. Not only do the changes take place at varying times within a group of students, but each student does not always mature physically, intellectually, and emotionally at an even pace.

A young person during this period of ambivalence quite often develops inner tensions; he does not daily present the same personality. One day he is quiet, withdrawn, and sullen; at another time he may be exuberant, talkative, even argumentative. Actually he is not the same individual from day to day and week to week. One period of his development may find him reaching for adulthood and attempting to assume the values and the viewpoint of the adult. A later period may find him falling back, reverting to some of the patterns of his childhood. The teacher and the parent say "he is hard to live with." It is easy to misjudge and misunderstand these adolescents; and it must be remembered

constantly that these outward manifestations of inner tensions are quite normal and to be expected.

Growing up has never been easy, but attaining maturity in the last half of the twentieth century is especially difficult. No other generation of youth has had to face the uncertainties of an atomic age; nor have earlier generations found it necessary to adjust continually to such fast-paced technological change.

PEER APPROVAL

Also during this stage of his life, the student is seeking the approval of his peers, the acceptance of his age group. In his efforts to win that approval, he is prone to accept fads in dress and patterns of speech.

It has long been recognized, even by primitive people, that social activities with others of their age group help young people handle their tensions better, and move more serenely toward adulthood. It is, therefore, the responsibility of the school, working closely with the home, to bring the physical, intellectual, and emotional development of the adolescent into a harmonious pattern, and thereby help the individual develop into a well adjusted young adult.

SOCIAL GROWTH IS EVERYBODY'S CONCERN

The need for a social program is rooted in the time-honored statements dealing with the aims of secondary education, but there is some concern that the social needs of secondary school students currently are being neglected. The schools are, at present, giving renewed and vigorous attention to the revitalization of the formal curriculum. This movement has wide approval, and the authors do not imply that secondary school education should lessen its efforts to achieve academic excellence. However, the movement for a revitalized academic program need not result in the neglect

of social needs. Secondary education must not depart from its historic mission to meet all the needs of secondary school youth. Meeting the social needs of our youth must continue to demand the thoughtful attention of the leaders of secondary schools.

Advances in technology, particularly in transportation and communication, have brought all men closer together. By extending the boundaries of the community, these same advances have made the social development of today's youth more complex. Provision for the kinds of experiences that lead to acceptable social behavior must be rooted in such basic considerations as the needs of the community in which the school is located, the philosophy of the school, the extent and diversity of previous student experiences, and the demands for innovation prevalent among the student body.

In addition to these basic considerations, an effective social program in any secondary school requires the involvement of students, faculty, parents, and many community agencies. As the responsible leader of his school, the principal must be actively involved in the development of his school's social program. However, the actual administration of the program—the direction, planning, financing, and supervision—may be delegated to one or more of the groups involved.

The extent of the social program of any secondary school is, by and large, limited only by the imagination and ingenuity of those who are involved in its development. School size and location, whether urban or rural, need not necessarily be a limiting factor. However, extensive limitations may be placed on the social program by problems or demands peculiar to the community in which the school is located. Certainly, the social program must be designed in terms of the logical use of the school building, and the framework of the overall school calendar. The customs and

the mores of the school community weigh heavily in decisions regarding what is an acceptable activity. Careful evaluation of previous activities also furnishes valuable criteria by which to judge new proposals.

In the age of automation one fact of life is apparent—man will have ever-increasing amounts of time for leisure. How well he learns to use this time depends in some degree on the effectiveness of the secondary school social program. To provide a program that does not improve man's ability to cope with his leisure time would be a serious mistake. To provide one which interferes with the academic program of the school would be an even greater mistake. Somewhere within these bounds, students, teachers, and community leaders must develop the values, attitudes, and skills which will permit each youth to achieve social maturity.

Basic Considerations

Each secondary school is unique. It derives its individuality from the community in which it exists, the students it serves, the faculty it employs, and the philosophy it follows; its social program should reflect this individuality.

COMMUNITY NEEDS

Of prime importance in the development of the social program is the careful evaluation of what other agencies of the community provide and do not provide. In some communities, the resources for leisure time activity are extensive. The business community provides movies, bowling, skating, teen centers, and other sources of enjoyment for a fee. The city fathers supply libraries, parks, athletic fields, cultural centers, and trained recreation leaders. The civic, social, and charitable organizations contribute dances, organized sports, camps, hobby classes, and instruction in avocational fields. The churches fill the gaps with a variety of youth projects and activities. Private homes are extensively used for parties that vary from impromptu, club cellar get-togethers to formal dinners.

In such communities the role of the school as a source

of social activity is frequently limited to a few traditional enterprises—the Senior Prom, the Fall Concert, the Junior Play, or the Thanksgiving Pep Rally.

At the other end of the spectrum are the communities whose resources are limited or non-existent. Many rural communities have none of the private enterprise sources of recreation, no governmental resources, only limited help from civic organizations, and poor church facilities for worship (none for recreation). Even the homes are often poorly equipped for entertainment or recreation.

These communities depend heavily on the school as a source of social activity. Frequently the schools in such communities provide entertainment, recreation, and avocational activity for all age groups.

When a school plans its social program, the needs of the community must be given careful consideration. If the secondary school is to serve as the center of community social activity, the responsibilities for planning and implementing the social program must be shared with the community. If the school is simply required to provide the few resources not available elsewhere, the administration of the program will probably be of concern only to the students, their parents, and the school authorities. Whatever the case, the social development of the youth must be of prime concern to the school authorities.

SCHOOL PHILOSOPHY AND THE SOCIAL PROGRAM

Almost all secondary schools have developed statements of philosophy which clearly outline their aims and objectives. Many schools go beyond the basic principles and develop supporting statements describing the specific objectives of each facet of the school's program. These documents set forth the aims of each academic department and each broad area of co-curricular activity. The

social program demands such a precise statement of purpose. An example from one school follows:

In keeping with the announced philosophy of Middletown High School which states in part, "the school shall constantly seek to meet all the needs of the student body," the faculty shall strive to develop a well-planned program of wholesome social activities. These activities shall be planned in such a manner as not to interfere with the academic program. The social program shall be open and available to all students, except those activities that may be restricted to the membership of specific classes or clubs. The social program shall be designed in such a manner that little or no financial burden shall be placed upon the student, and care shall be exercised that no student shall be excluded for financial reasons.

Objectives of the Social Program of Middletown High School:

1. To provide wholesome recreation and the opportunity for social contact among all the students of the school
2. To promote the development of social skills in each individual student
3. To develop a knowledge of correct dress and deportment at all types of social activities
4. To keep to a minimum the development of cliques and exclusive groups within the student body
5. To develop a sense of responsibility within the student body for its own social activity and recreation
6. To develop among the students a sensitivity for the social well-being of others.

PREVIOUS EXPERIENCES OF STUDENTS

Fun, enjoyment, relaxation, entertainment, and recreation are the words used to describe most social activities, and they are the words that should serve as the basis for the development of the secondary school social program. The old adage, "all work and no play make Jack a dull boy," must be taken seriously. Today's youth are under constant pressures to reach new heights of physical and intellectual achievement. The post-Sputnik years have been filled with demands to upgrade the curriculum, to set scholastic standards higher, to improve physical fitness, and to require youth to make earlier career decisions and to overcome the detrimental effects of affluence. Each of these demands has increased the workload of the secondary

school student at the stage of his growth when he is most anxious to "get some fun out of life."

While providing an opportunity for the student to have some fun, schools also should meet the challenge of developing social skills through their recreational activities. To do this, the schools must consider the extent and diversity of its students' previous social experiences. There must also be a clear definition of social skills for which the school will assume responsibility.

Discovering a student's aptitude for social activities is not an easy task. What he has learned about getting along well with his friends and fellow students equals the sum of his experiences at home, in elementary school, at church, and in the neighborhood. His involvement in youth groups —scouting, 4-H, YMCA, YWCA—is also a factor. His approach to any social activity will be conditioned by his desire for acceptance by his particular circle of friends.

Thankfully, groups of students will display patterns of similar experiences, which, when evaluated, help determine the bases for school social activities. Some of these patterns can be discovered by examining the cumulative records of students entering the secondary school. Other patterns may be divulged by elementary school, church, and youth leaders. Still others may become evident through counseling sessions during the students' orientation to the secondary school. An autobiographical questionnaire to each student should prove invaluable in gathering data about his previous experiences.

Careful study of the previous experiences of students is likely to indicate that many have had a similar background, that some groups have been exposed to a wider range of social activities, that some individuals have had very limited opportunities to associate with their peers, and that some have developed purely negative social attitudes.

A well-founded community social program must provide something of value to each of these factions of the student body. The portion of the total experiences of adolescents assumed by the secondary school depends largely on the other resources in the community. As the one place where all the youth are brought together, the school is in a position to provide a diverse and complete social schedule—one that will offer something of interest to each student. Variety, flexibility, and adaptability are the hallmarks of such programs.

INNOVATION

Tradition is a fine concept. It provides stability in many situations, and spreads an aura of dignity over many activities. But tradition, no matter how revered, must not become a substitute for imagination, a barrier to improvisation, or an alibi for perpetuating the status quo.

Today's youth are constantly experiencing new ways of doing things. Rapid change in the world around them is an accepted fact. The realm of probability is constantly expanding. "Impossible" is a word rapidly losing its significance, except in the area of social behavior.

The conflict between the rapidity with which man overcomes obstacles in science and technology and the slowness with which he approaches social change is confusing and frustrating to young people. Innovation seems to be the best approach to successful secondary school social programs.

New ideas for wholesome social activity will emerge when students are encouraged to be creative in planning, rather than relying exclusively on what has happened in previous years. It must be remembered that the social program is for the enjoyment of students. Social activities planned by adults may fail to reflect the changes in youth's social behavior. The adult makes his greatest contribution by establishing boundaries within which the social program must operate. Such boundaries must be sufficiently elastic

to permit new experiences. The boundaries must also be sufficiently rigid to prohibit the introduction of unwholesome social experiences.

The school ought to set clear limits for acceptable social behavior. Within these limits it should advocate innovation rather than conformity. A proposed social activity should be discouraged only when it clearly violates the limits of propriety established by the school and the community. As a rule, rejection of one idea inhibits the conception of a second idea. If secondary school social activities are to be new, different, and fascinating, they must spring from the same spirit of freedom to explore ideas that exists in the classrooms and laboratories.

When the community and the school cooperate to provide wholesome social experiences to teenagers, when the adults understand the great diversity of social needs among young people, and when students are given the freedom to try new ways to make enjoyable use of their leisure time, a more mature, more enlightened young adult will step forth to receive his high school diploma. He will be better able to relate to his fellow man in whatever career he chooses. At work, as well as at play, he will be able to call upon his social skills to improve his human relationships.

A Guide to Social Activities

Involvement

No activity of the secondary school affords a greater opportunity for the involvement of the total community than the social program. The program is developed primarily for the students at the school, but the faculty, parents, and most community agencies can and should be involved in its execution. Decisions regarding the activities provided for students touch every home in the community directly or indirectly. When a highly successful social program is devised to meet the needs of the vast majority of teenagers, juvenile delinquency decreases to the point where it is no longer a serious problem.

Although the secondary school cannot be held responsible for the entire range of social activity available to teenagers, it is in a prime position to coordinate the activities of the community. Certainly, any discussions involving the recreational activities a community provides for its youth should center on the secondary school social program. Therefore, the widest possible range of community interests should have some part to play in the secondary school social program as it is developed, implemented, and evaluated.

INVOLVING STUDENTS

A successful social program in any secondary school must involve the students at all stages of its development—planning, execution, and evaluation. Without their help and

support the best designed social program will probably founder. Their involvement is necessary, since only they know the types of social activities that appeal to their generation. Furthermore, their involvement offers significant educational opportunities.

The social program can be developed by the social committee working with the faculty director. The student council is, of course, the vehicle through which the student body can best be involved. This process is made even more effective when the adviser of the student council is also the director of the social program. Many student councils have a social committee whose student chairman is also a member of the council's executive committee. Membership on the social committee may well be open to any interested student; but, if it is necessary to restrict the number, it is best to assign one or more seats on the committee to each homeroom.

Plans should first be reviewed by the student council executive committee and then presented to the entire council. From the student council, the proposed program is carried to each homeroom by the student representative, who conveys to the council the class's reactions to the social program.

Once the program has been approved by the student council, the detailed planning and execution of the plans are placed in the hands of the social committee and the director of the social program. This procedure should always be followed in social events for the whole school. Social events sponsored by classes are usually given direction by class committees and the class sponsor. In these events the student council and the director of the social program should assist and advise.

Techniques that involve the students provide a significant educational experience for them. Involvement also makes

them aware that only their efforts and participation guarantee the success of the program. Students will usually give their full effort to any activity that is theirs, but they have been known to stand aside and permit to fail a social program carefully planned by faculty and parents.

The student committee or subcommittee should be given genuine responsibility. If the social event is to be a dance, they should select the theme, plan the decorations, select the orchestra, and have a strong voice in determining the other types of entertainment to be offered. All of this can be accomplished under the guiding hand of the social director.

INVOLVING THE FACULTY

The social program of any school cannot function well without the wholehearted support and cooperation of the faculty. The faculty should be prepared (by a program of in-service training) to regard the social program as a part of the total responsibility of each teacher. A few decades ago, when social activities in the typical high school were limited to two or three functions during the academic year, almost all faculty members attended. In many schools today faculty enthusiasm for the social functions of the students does not exist to the same degree. This may be caused by the great increase in the number of social activities, the many other demands made upon teachers' time, or the number of teachers who look upon themselves as subject-matter specialists with no concern for the social program.

While our secondary schools are quite different from those of the twenties and thirties, the social program has lost none of its importance. On the contrary, the responsibility of the school in this area has grown. Since faculty support for the program is imperative, the wise administrator points out to the teacher at the time of employment that

a reasonable involvement in the school's social program is considered part of the teacher's total responsibility. He also assures the teacher that the responsibility will not become too time-consuming or onerous. Teachers must have the guarantee that these duties will in no way interfere with the program of instruction.

In a medium sized secondary school, having a faculty of 45-60 teachers, the individual teacher should not be needed at more than two or three social functions during the academic year. If care is exercised in keeping the participation of the faculty to a reasonable amount, teachers usually accept such responsibility cheerfully and look upon the duty as a pleasant opportunity to share a joyful experience with the students. It also gives the student the opportunity to see the teacher in a role outside the classroom.

Every effort should be made to make faculty participation as pleasant as possible. If the event is a dance, an area should be designated for faculty occupancy. Comfortable seating should be provided and an effort made to help staff members and their husbands and wives enjoy a pleasant evening. The social events provided for the students can also be made social events for the faculty. If some thought is given to their comfort, staff members might attend social functions even when no responsibility is assigned.

The chairman of the social activity should give the names of the parents who will be in attendance to faculty members, and make sure that introductions are made. Parents are usually happy to assist in sponsoring and chaperoning such events, but they may not know all the staff members. Every effort should be made to involve them properly and put them at their ease.

As a further aid to teacher sponsors of social events, the faculty handbook ought to contain a section concerning such activities. The section should explain the duties and

responsibilities of the staff members at various types of events. Such a section would alert the staff to those areas where difficulties may occur.

An example:

The problem of teacher involvement in the responsibility for the social program is handled in one school entirely by the faculty. Very early in the school year, the director of the social program prepares a list of the social events, which includes on it all dances, musicales, dramatic events, and basketball games. Staff members are invited to indicate the two events which they wish to chaperon and sponsor. Four basketball games are rated as equal to one school dance.

Although the director of social activities reserves the privilege to balance the assignments, almost all teachers receive their first or second choice. Teachers with the greatest seniority are given first opportunity to choose the events they will sponsor. Class advisers automatically become chairmen of the events designed for their classes. In this manner the responsibility is evenly divided and, usually, cheerfully received.

The list of events and those who have accepted responsibility for them is then prepared and inserted in the teachers' handbook. All staff members are aware of their duties and responsibilities. If at a later date a teacher discovers that he cannot discharge his responsibility, he is free to arrange an exchange of events with another staff member. The change must, of course, be reported to the director of social activities.

Once a group of teachers has accepted responsibility for an event, it is the responsibility of the director of the entire social program to bring them together well before the activity is to occur. At this meeting, an experienced staff member is asked to accept the chairmanship of the event; other group members assume responsibility for more spe-

cific duties (decorations, refreshments, or entertainment); a parent liaison member is appointed; the director provides the names of students who will serve on the student committees for the activity. After this, the event is in the hands of the faculty, students, and parent chairmen. The director of the social program is always available to advise and assist.

Some members of the faculty committee who have heavy responsibilities prior to the event (for example: decorations) are not required to attend unless they wish to do so. This provision makes the assignment attractive to those staff members who have other plans for the evening. The same rule applies to the staff member who assumes responsibility for the "clean-up" the following day.

All the planning and work for each social event is done by a combination of faculty members, committees of students, and, in some cases, parents. Most of the actual work is done by students. This must be stressed: that even though staff members help plan and guide the work, the major responsibility rests with the students.

INVOLVING PARENTS

It is not wise for the faculty and the administration of the school to assume full responsibility for the social program; parents should be encouraged to accept their fair share. In those schools having Parent-Teacher or Home and School Associations such cooperation can be readily achieved. Such organizations usually assign a committee the task of working with the social director, faculty members, and students in developing and supervising the program.

Parents should always be present in the role of chaperons at all major social events and ought to be involved in the evaluation of the social program. Decorating, serving refreshments, sending invitations, and planning entertainment

are other responsibilities which parents often enjoy sharing with students.

Successfully involving parents in the social program relieves the faculty of some of the responsibility and causes it to be shared with a group that has a lively concern for the students. It also serves to build a bridge of understanding between the school and the home, and enhances the program of public relations.

INVOLVING COMMUNITY AGENCIES

If the social program of the secondary school is to make a significant contribution to the total recreation plan for the community's youth, agencies representing the whole community should be involved in some phases of the planning, execution, and evaluation of the school's program. The agencies available to assist students, faculty, and parents vary with each community. The following are among the most familiar of these agencies: business and civic organizations; local recreation commissions; law enforcement authorities; and churches.

Frequently the school must take the lead in bringing these groups together to discuss the contribution each can make. The logical time to involve community groups is at the stage when the year's calendar of social events is being planned; at this time conflicts with other community activities can be avoided. Gaps in the program planned by the school will be evident to all community leaders and may be filled by activities sponsored by non-school groups.

Business and civic organizations are anxious to assist in the battle against juvenile delinquency. Group members will often devote time and money to worthwhile activities to limit the spread of crime and mischief attributable to young people, and, to this end, they might be willing to provide funds or other resources to strengthen the efforts of the school.

Wherever **local recreation commissions** exist, they have worked closely with school authorities to supplement the social, athletic, and recreation programs of the schools. As a rule, they plan their activities for Saturdays, holidays, and the summer months to avoid interfering with the school's program. Cooperative planning may indicate to recreation officials ways in which they can expand or extend their activities. Since many recreation groups use school property for their events, the coordination of schedules is essential.

Law enforcement officials, who readily admit that they prefer preventive action to apprehending offenders, may be able to plan the kind of coverage of social events that will prevent the need for more stringent measures. Many times the sight of a uniformed officer in the building or a patrol car on the parking lot is sufficient to bring potential offenders to their senses.

Churches are constantly seeking ways to involve youth in their programs. Where facilities are available, youth groups, choirs, outings, camps, and other church activities have become commonplace. Neither church leaders nor school officials want to compete for the student's leisure time. Therefore, it is essential that leaders of all faiths cooperate with school officials; failure to work together can cause the frustration of divided loyalties among students.

A Suggested Approach

In one small suburban community the high school principal was instrumental in calling together a group to discuss recreation for teenagers; this committee has since made important contributions to the total school program. Now known as the High School Community Coordinating Council, the group consists of twenty-two community leaders:

- The student body is represented by the Student Council President and two students selected by him.

- The faculty is represented by the principal and two teachers elected by the faculty.
- The Parent-Teachers Association is represented by its President and two parents he selects.
- The presidents of the Local Chamber of Commerce, Lions Club, Rotary Club, League of Women Voters, and VFW are included.
- Ministers from the four churches in the community are on the HSCCC.
- Law enforcement is represented by the local juvenile court judge and the commander of the local state police department.
- Two local elementary school principals represent their faculties.

The initial meeting of the group each year is held as near to April 1 as possible. Prior to this meeting each member is advised of the school calendar for the following year and the student council is asked to prepare its recommendations for the school's social calendar. The president of the student council presides at all meetings of the Coordinating Council.

During the April meeting, the Coordinating Council considers the implications of the proposed social calendar presented by the student council in view of the experiences of the current year and the plans of each participating group for the next school year. By the time the April meeting is over, all present have agreed to try to avoid conflict with the proposed school social calendar, but final decisions are reserved for a May meeting. This allows time for further exploration of proposed activities of each group.

The May meeting is also used to evaluate the recreational activities available for the youth of the community. Plans for summer activities are discussed at this time. Proposals by the student council members are always given priority on the agenda.

Originally no other meetings of the group were planned, but after the first year's operation it was agreed that a

meeting in September and one in December or January would be desirable. At these meetings many other aspects of the community's interest in youth are discussed. College entrance, the dropout problem, employment opportunities for youth, dating practices, and drag strips are but a few of the problems which have been considered by the group.

The group believes the leadership furnished by the student council to be invaluable. Many concerns that have been traditionally considered "adult" are now the basis for student council deliberations and homeroom discussions.

INVOLVING THE PRINCIPAL

The principal must be ultimately responsible for every phase of the school's activities—studies, guidance, the library, athletics, assemblies, public relations, and, of course, the social program. Although he may not be directly involved in the planning, he should be continually informed as each event develops. This can be done by a regular schedule of conferences with the director of the social program, and by occasionally attending the meetings of the student council and the social committee.

The principal must demonstrate that he recognizes the importance of the social program. He must encourage faculty members to give their full support and participation. The principal should personally seek the involvement of the parents. He must also make certain that there is regular evaluation. There are times, even in the best of schools, when the social program gets off the track. The principal must be alert to these situations and see that corrective measures are taken.

There may be times when it is necessary to veto a suggested social activity. When this must be done, the principal should accept his responsibility. The wise principal, however, will explain to the students (usually through the student council) the reasons for his position; they almost

always will accept such decisions graciously when they are involved and are given the courtesy of a thoughtful explanation.

Administration

The success or failure of the social program depends on the skill with which it is administered. Excellent ideas from a variety of sources cannot result in good social activities if they are not given the proper direction from start to finish. A successful social program requires the stability and continuity that come from skilled direction, careful planning, adequate financing, and proper supervision. No matter how simple or how complex the activity, each of these administrative elements is essential.

THE SOCIAL DIRECTOR

The experience of many schools indicates the wisdom of appointing a staff member to direct the social program. The appointment should be made by the principal. The work of the social director should be guided by a carefully prepared statement outlining his duties and responsibilities. In those schools that provide additional payment for extra services, the position of the coordinator of social activities should be placed on the list of such positions. It is an important assignment, and the principal should do those things that will bring prestige to the position.

In those schools not large enough to make the position a full-time responsibility, the assignment might be combined with other duties. There is considerable evidence to

support the arrangement of combining the work of the social director with that of student council adviser. This arrangement has worked well. It places the director in close contact with student leaders and also gives him the opportunity to work with students at the time social activities are planned. In some other schools the social director might be assembly chairman or club director.

There is no well established pattern concerning what duties may be best combined; such arrangements depend on the size of the student population, the extensiveness of the program, and the talents of the staff member. However, the combination of social director, student council adviser, and chairman of the assembly committee has many advantages. It is desirable that such a position carry the title of assistant principal or administrative assistant to the principal.

A social director, working with the student council, plans the social activities for the academic year. He gives approval and guidance to the social activities planned by classes, clubs, and other organizations within the school; he involves parents and others in the community in the planning and in the preparation for all major social events; he shares these duties with other members of the faculty; and, as he is a key person in the school program, he is directly responsible to the principal. Such a position provides excellent training for greater responsibility in school administration.

PLANNING THE SOCIAL CALENDAR

Long range plans for a social program are essential. They should be made during the spring of the year prior to their implementation. If developed properly, they will give a sense of purpose and direction to the school's social program and provide a variety of opportunities to develop social skills.

Involvement of students, parents, faculty, and community is important if the plans are to be coordinated with community activities. Involvement of the entire student body is required; therefore, as far as possible, the calendar should provide something of interest to each student.

Student council plans for all-school activities should be the result of direct contact with the "grass roots"; from home room discussions, clubs, class meetings, and corridor conversation the student council members should find out what their classmates want before recommending a social calendar.

Consideration must be given to the other programs of the school—for example, athletic events, testing programs, examination schedules, and vacation periods. The designers of the social calendar can function well only when they have at their disposal the total picture of the school's program. While it is necessary to fix the dates of major social events, it is always well to look upon the preliminary social calendar as tentative.

It is necessary to leave some flexibility in the calendar of social events. The dates for minor social functions should be determined by the students and faculty working together. Many of the finest social activities are planned and presented in a very brief period of time. In developing the social calendar some schools use two columns: One column contains the dates of major and traditional social events; the second column provides a place for the late developing and more spontaneous type of activity.

(On pages 28-29 are samples of the social calendars of six high schools in various parts of the nation.)

PLANNING FOR AN EVENT

Activities that provide fun and entertainment for large numbers of young people require careful attention to detail. Everything from the acceptance of an idea for a party, a dance, or an evening of entertainment to the arrangements

SAMPLE SCHOOL SOCIAL PROGRAMS

	Beverly Hills H. S. *Beverly Hills, Calif.* *Community: City* *Grades 9-12* *School Pop.: 1,806*	**Cheltenham H. S.** *Wyncote, Pa.* *Community: Suburban* *Grades 10-12* *School Pop.: 1,800*	**Vacaville Union H. S.** *Vacaville, Calif.* *Community: Rural, suburban, small town* *Grades: 9-12* *School Pop.: 1,450*	**Loveland H. S.** *Loveland, Colo.* *Community: City* *Grades: 9-12* *School Pop.: 1,188*	**Los Alamos H. S.** *Los Alamos, N. Mex.* *Community: Small Town* *Grades: 10-12* *School Pop.: 900*	**Pawnee Rock Public School** *Pawnee Rock, Kans.* *Community: Small town, rural* *Grades: K-12* *School Pop.: 300*
Sept.	"Mum" Day and non-date Dance or Hootenanny Pigskin Prom (boy-ask-girl dance)	No major social event	After-Football-Game Dance	Back-to-School Dance	Homecoming Parade and Dance	Freshman Reception and all-school dance
Oct.	Folk Singing Festival G.A.A. sponsored "Spinster Hop" (girl-ask-boy informal dance)	"Get Acquainted" Party	Homecoming Program: Dance, Major Football Game, Queen Contest	F.F.A. Hay Ride Homecoming Powder Puff Football Dance	Musical Recital, Fall Chorus and Orchestra Concert	Homecoming and Football Queen Dance
Nov.	Sports Night (non-date, informal) Fall Play	School Play Football Dance	Harvest Dance Sadie Hawkins Day Girls' League and Drill Team Dance	Junior Class Party	Drama Club Production	Class Parties Junior Play
Dec.	Athletic Awards Banquet Christmas Concert	Holiday Music Program Holiday Dance	Christmas Ball, Formal	Calendar Queen Party Choir Concert Reception for Graduates	Holiday Music Program Christmas Dance	All-school Christmas Program

SAMPLE SCHOOL SOCIAL PROGRAMS (Cont.)

Jan.	Sophomore Dance Donkey Basketball Game and Sports Night	Talent Show Review	Junior Class Dance French Club, One-Act Play	No major social event	Snowball Dance Music Recital Topper Revue	No major events
Feb.	Knights Formal "Orchid Prom" (boy-ask-girl)	Mid-Winter Formal	California Education Club and California Scholarship Federation after-game Dance	Musicale "L" Club Vaudeville	Sweetheart Dance Musical Recital	League Band Festival
Mar.	Formal Dance (girl-ask-boy)	March Musicale Junior-Senior Reception	Sophomore Hop, Formal	Fine Arts Festival	Band Concert Honor Society Banquet	League Speech Festival Class Parties
Apr.	Bowling Tournament Spring Musicale	Musical Production	Junior Prom, Formal Choral and Band Spring Concert	Hootenanny Slave Auction	Home Economics Style Show Spring Dramatic Production	Beatnik Day Twirp Dance
May	Musical Comedy Class Picnics Forty or more clubs have installation dinners, awards, luncheons, teas, etc.	Senior Work Day and Hootenanny Spring Musicale and Art Show	Spring Jamboree Invitational Track Meet, Carnival and Dance	Senior Party Junior-Senior Reception	Senior Trip Junior-Senior Prom Spring Concert	Junior-Senior Banquet and Prom Spring Play Spring Music Program
June	Senior Prom Senior Breakfast	Commencement Dance and Senior Breakfast	Senior Supper and Ball, Formal	Commencement Dance		

for "clean-up" and evaluation must be scrutinized carefully. Enjoyment is the goal toward which most planning is directed; but safety, health, and acceptable standards of behavior must not be ignored.

Planning can and should be done by students, with the guidance of the social director. Plans for the complete social program for the school year ought to be developed early to allow sufficient time for the detailed planning of each activity.

Many schools have developed specific directions for the preparation for social events. Such directions provide a check-list that can be used to assure that no detail is overlooked. A set of directions from one school is given here as an example:

Directions for the Planning of School Parties and Dances

1. Study carefully the lighting situation, preferably when the cafeteria is dark so that it will be known exactly how much light there will be during the dance. The cafeteria should not be permitted to be so dark that the dance takes on a dreary aspect. If spotlights are used, they ought not to be focused where the chaperons will be sitting. As a rule, two spots in the center will provide sufficient light for the dance.

2. Cafeteria chairs should be used to provide seating for students during dances and parties. These may be lined along the wall, and two rows or more may be necessary for large dances. Students are entitled to have a place to sit during or between dances.

3. A chaperon assignment extends until 12 o'clock, unless the teacher has reported early for specific duties. It is absolutely imperative that the chaperons fully discharge their responsibility during school dances. Chaperons who leave early are simply placing an added responsibility upon those who are trying to meet their responsibilities fully.

4. A group of seats and chairs should be arranged so as to provide some privacy for the faculty and parent sponsors and at the same time be conducive to conversation. It should be made clear to students that this area is reserved for faculty and parents and that students are to take seats elsewhere.

5. Smoking will be permitted only in the area of the terrazzo floor in the main lobby near the check room and in the court outside the cafeteria. No smoking is to be permitted in the cafeteria itself or in the area covered by asphalt tile.

6. No refreshments will be permitted outside of the cafeteria.

7. The committee for each social function should meet several weeks prior to the event, and the chairman of the committee ought to assign specific responsibilities. The responsibilities are:

a. decorations
b. refreshments
c. arrive early the night of the dance
d. clean-up and removal of decorations

8. In accordance with District regulations, no students may be left unsupervised at any time while getting ready for a dance, while actually placing the decorations for the dance, or removing the decorations. Each of these responsibilities must be covered by a specific teacher.

9. At no time should wax be placed on the cafeteria floor. If it is necessary to provide a faster dancing surface, corn meal may be used. This can easily be removed by sweeping the floor after the dance is over.

10. A police officer must be engaged for each social function. The chairman ought to discuss this matter with the social director. This matter must not be overlooked.

11. Students should not be permitted to climb to place decorations. If this is necessary, a custodian should be called. The supervising teacher could be charged with negligence if an accident should occur under these circumstances.

The directions as provided above may appear to be unnecessarily specific. Remember, however, that they grew out of the experience of one school and have served that school well for a period of years. All such guides ought to be developed in a cooperative manner by the students, the faculty, and the administration.

FINANCING

Complete agreement as to how the social program should be financed seems to be lacking. However, some principles are emerging. If the social program is incorporated into the educational program, it may be financed, in whole or in part, by the school budget. This practice, although desirable, does not seem to be widespread.

Other schools have resorted to the activities ticket. This plan offers the student the opportunity to make a single purchase that enables him to attend all of the social events without further charge. The cost of the activities ticket varies from school to school—usually from five to ten dollars. Students are often given the opportunity to pay for the ticket on the installment plan.

The student ticket plan offers a business-like method to finance the social program, dramatic events, school publication, athletics, and student council activities, all in one drive for funds. After a brief campaign, no demands for funds are made upon the student. Care should be exercised to insure that no student is embarrassed because of his inability to purchase the student ticket.

It is, in fact, the duty of alert school officials to make certain that no student is deprived of the opportunity to enjoy any school activity because of lack of funds. Regardless of the method used to finance these activities, funds must be forthcoming to offer full participation to the student who may not be able to pay the fee. Service Clubs, P-TA groups, and Home and School Associations usually stand ready to assist the school in making funds available. The administrator, or other members of the staff handling this problem must exercise extreme caution. No student should be excluded or embarrassed because of his financial circumstances.

Some schools finance their social program by drawing funds from a combination of sources, such as the school budget, parents' organizations, service clubs, and students. Many schools have devised financing plans that permit them to offer most all-school events to the students for little or no charge. However, class events (the Junior Prom, the Commencement Dance) are usually financed by the sale of tickets.

Excellent learning experiences can be derived from the

preparation of and careful adherence to a budget for each social event. The budget should be prepared and reviewed prior to the approval of the plans for the event. A good budget includes estimates of all possible sources of income and all anticipated expenditures. The drafting of the budget ought to be a student project with assistance from the social director or class sponsor.

There should be a careful accounting for funds during the social event. Those charged with the sale of tickets or refreshments must be prepared to handle money accurately. The social program can make a fine contribution to the educational program in this regard.

Part of the evaluation process should be devoted to the preparation of a financial report; checking this report against the budget estimates may yield valuable information for future planning.

SUPERVISION

Both adult and student supervision are needed during any social function to insure that things go smoothly. Careful supervision can either avert trouble or deal with it effectively when it occurs.

Student leaders, faculty chaperons, and parents play an important role in the supervision of a social activity. However, student leaders should be fully involved in the enjoyment of the event and only incidentally aware of their supervisory responsibilities. They can be most helpful during the evaluation period.

Parent chaperons can be very helpful during the event, but to function effectively they must be given specific assignments. Students recognize the limited authority of a parent chaperon and are not as quick to heed his suggestions as they are those of a teacher.

The following excerpt from the Middletown High School faculty handbook illustrates one example of the planning necessary to assure adequate supervision of social activities:

General Policies and Responsibilities for Faculty Chaperons

1. The chairman should see that the responsibility for various duties before, during, and after the social function is divided among chaperons—including clean-up and decoration.

2. The chairman should secure the names of the parents who have been assigned to the function by the chairman of the Home and School Association committee. The names of the parents should be given to the principal and to all other chaperons several days before the social function is to take place. It is the duty of the chairman and all other chaperons to welcome the parents to each event.

3. Not less than six members of the committee are to be present the evening of the event.

4. One of the chaperons should be delegated the responsibility of arriving early; this means before students and parents arrive. The staff member arriving early may leave before the end of the event.

5. At all social functions the chairman should make sure that a special chaperon area is provided, which is identified by ropes and with signs. This area is for faculty members, their wives or husbands, and for parents. The area should be provided with comfortable chairs and ought to be in an area from which maximum supervision may be exercised.

6. Smoking—in lobby and outside building only.

7. Refreshments—in lobby and in the area of the snack bar.

8. The sponsor of the event and chaperons on duty are to be present when event is scheduled to start.

9. The sponsor of the event ought to assign responsibility for tickets and money. The chairman of the chaperons should see that this activity is supervised.

10. Students serving refreshments must be supervised by a faculty member, assigned by the chairman of the event.

11. All faculty members on duty can help make social events successful by watching for gate-crashers, boisterous groups, or activities not in keeping with good social behavior at Middletown High School.

Typical Social Activities

The social program of each school should be unique to that school. It should be shaped by tradition, the social mores of the community, and the needs and tastes of the student body. Although in large part this is the practice, a survey of the social activities of 100 secondary schools indicates that some types of social events are common to many schools in all 50 states.

All-School Parties—These are usually a part of the school tradition and, as a rule, are the highlights of the social program. They generally include the Junior Prom; the Junior-Senior Reception, the Sophomore Dance, the Football Dance, the Holiday Dance, and the Commencement Dance. They are, for the most part, formal, although formal dress is not as prevalent today as a few decades ago; girls tend to cling to the custom of wearing a formal or party dress, but boys frequently wear a dark suit with a tie. The exception to this rule, in most schools, is the Commencement Dance, at which both the young men and women wear formal clothes.

Inter-School Events—There is a growing practice in many parts of the country to involve the students of more than one school in social activities. The schools involved are usually neighbors and may be rivals on the athletic field

and in other activities. These events should be planned by joint committees. The location of the activities usually alternates from one school to the other on a yearly basis.

The Domestic Exchange Program—The domestic exchange has great significance as a social vehicle. Its worth has now been proved, and this type of activity appears to be on the increase. The structure of the program is not complicated. Two schools, usually in distant sections of the nation, agree to exchange a given number of students for the period of a week. Usually one group visits the other school in the Fall and serves as host in the Spring. The participating students are paired so that during their visits they live in the home of the student with whom they have been matched. Visiting students attend classes in the host school, are introduced to the community, and visit places of historic and cultural interest. The host school also plans a series of social events in honor of the guests from the cooperating school.

The Hootenanny—This type of social activity, often involving student entertainers, is growing in popularity. The appeal of these programs has been enhanced by the current popularity of the folk singer and by the national television coverage devoted to them. The hootenanny has definite advantages for the secondary school social program. It is easily managed and does not require decorations. Since it need not be a dating affair, it has a wide appeal for all students.

Post-Commencement Activities—These events, definitely growing in popularity, usually take place following Commencement Exercises or the Commencement Dance. Parents have extended their warm support and in some communities act as sponsors without faculty help. Plans are developed to keep students in their home communities following the most important end-of-the-year social activity. The practice of

the students celebrating graduation by visiting distant cities, travelling to the seashore, or by driving aimlessly about the countryside has led to tragic results.

Alarmed parents and teachers have attempted to counter these questionable activities by substituting an event that has unusually strong appeal; parents often assume a major portion of the responsibility. In some communities these affairs take place in a country club or some other non-school building, but in others the event is presented in the school. In many communities service clubs extend their financial aid and active support.

In most of these cases, the graduates and their guests return to their respective homes following the Commencement Dance and change to informal clothes. They then assemble at the school, country club, or other designated place, where they are greeted by parents and faculty members. Entertainment and dancing are usually provided. The entertainment is often supplied by talented students or parents, but some communities employ professional entertainers. The merrymaking continues well toward morning, at which time a sumptuous breakfast is served to the seniors and their guests. When morning arrives the seniors make their ways to their respective homes—hopefully too tired to go elsewhere.

It should be noted that many educators have been critical of this type of activity, but parents many times have defended it strongly as the lesser of two evils.

When this event is held in a country club or hotel the school administration and staff may leave the total responsibility to the parents. However, when it takes place in the school, it is imperative that the administration and some faculty members extend a guiding hand.

(One school on the eastern seaboard hires a large river boat for this event. Then seniors and their guests are transported to the pier following the Commencement Dance and

spend the rest of the night cruising. Breakfast is served aboard. "At least," the parents agree, "we know where they are and what they are doing.")

Record Hops—Interspersed among the more formal activities on the school social calendar, record hops provide a more frequent outlet for youthful exuberance. They take place weekly in some schools—once or twice a month in others. It seems wise to keep these events in a separate category from those major social events sponsored throughout the school year. Full parent support and cooperation should be assured before sponsoring this social function.

If a program of frequent "get-togethers" is to be offered by the school, it is advisable to recruit a few able faculty members to accept continuous responsibility for these activities. Whenever possible, the responsible faculty members should receive additional compensation under the extra-pay-for-extra-duty program. This arrangement permits the staff members to develop skill in handling these informal events and relieves other staff members of any responsibility. Younger staff members are usually best suited to this duty.

Entertainment Programs—Performances by band, orchestra, choral, and dramatic groups make excellent contributions to the school's social program. While they are an outgrowth of the educational activity of the school, their value to the social program should not be overlooked. This is especially true in rural communities where civic or commercial musical and dramatic resources are limited.

Athletics—The significance of the social program is that it provides opportunities for youth to make worthwhile use of their leisure time. A well balanced interscholastic and intramural athletic program makes a healthy contribution to this purpose. Whether as a team member or as a spectator, the student participating in athletic events learns much that will help him to perform better as an adult citizen.

OTHER TYPES OF SOCIAL ACTIVITY

Some communities present a greater need for school-centered social activity because of their distance from other sources of entertainment. In many such communities the social program becomes a family affair.

Theater Parties—Many secondary schools organize trips to distant cities where cultural centers are located. Such trips frequently include opportunities to eat in fine restaurants, in addition to visiting theaters, musical programs, or first-run movies. They frequently involve only a few students, a teacher, and one or two parents. Theater parties are often an outgrowth of the instructional program. There is no doubt that these experiences provide fertile ground for the development of social skills.

Square Dances—Folk dances are still very popular in some sections of our nation. If the proper music and a skilled "caller" are available, whole families can participate enthusiastically. Barn dances or hoe-downs appeal to teenagers. The music is lively, the atmosphere gay, and the dress casual.

Some schools precede the square dancing with a "covered dish supper" to which each family makes a contribution. The variety of covered dishes rivals the menu at most restaurants.

Indoor Carnivals—With a little imaginative planning, the gaiety of the circus midway or the mardi gras can be captured in the corridors and rooms of any high school. Brilliant, but simple, decorations and a great variety of games help to create a carnival mood. Active participation can be guaranteed by assigning a "booth" to each homeroom. The broad range of activities, from fortune tellers and haunted houses to bean-bag tossing, invites students to relax and enjoy themselves.

Picnics and Barbecues—Late spring and early fall are ideal for outdoor social functions. Teenagers always enjoy good food; they also enjoy competing in such "old-fashioned" activities as sack races, three-legged races, and pie-eating contests. Revival of the once prominent community picnic offers many "new" experiences to today's sophisticated young people. School parking lots and athletic fields can be transformed into the setting for excellent social experiences by the ingenuity of students leaders.

Banquets—The high point of the social calendar in some communities is the annual banquet, complete with speeches and entertainment. The sponsorship of a banquet usually rests with a club or organization in the school. Whether it is the Annual Athletic Awards Dinner, The Future Farmers Banquet, The Father-Son Banquet, or Thanks-to-Teacher Night, the program provides an opportunity for youth and adults to get together—to learn to appreciate the art of dinner-table conversation.

Rallies—Pep rallies, student council election rallies, teenage town meetings, and other gatherings where public expression of opinion and enthusiasm is the keynote can become an integral part of the school's social program. They afford the opportunity to practice participating in the kinds of experiences that make democracy work.

Limitations

The secondary school social program can be as extensive as time, talent, resources, and customs will permit. However, it must operate within certain limitations, both natural and imposed. They establish the bounds within which imagination, ingenuity, and innovation must operate. They provide the challenge to the social committee, the student council, and the social director to give careful thought to the development of the social program.

LIMITATIONS IMPOSED BY THE COMMUNITY

The location of the school seriously affects its social program. The school may be "forty miles from nowhere" or in the heart of the "inner city." It may be the center of a burgeoning suburb or in an open field many miles from the nearest town. Wherever the school is located, some social activities must be planned to provide the student body with a feeling of belonging. The big city student's sense of isolation can be even greater than that of the farm youth on the vast prairies of the Midwest.

Activities provided by the school should be designed to supplement those that are provided elsewhere in the community served by the school. Even when the school is located in a city, a town, or a suburban community, the lack of resources for youth recreation may be a limiting factor.

When this is true the responsibility of the secondary school is increased.

Students and faculty can help to reduce the limitations on social activities available to youth. A community which is truly interested in its young people can find ways to overcome its limitations. The student council and school officials must be active in community affairs, and they must insist on community leaders becoming active in school affairs. When such activity has not been the pattern, school officials should take the lead in bringing together community leaders, students, and teachers. Improving the social program for youth is a good way to initiate school-community cooperation.

LIMITATIONS IMPOSED BY SCHOOL BUILDINGS

One of the most frustrating problems to face those striving to develop a good social program is the limitation of facilities; this is particularly true in older school buildings. It need not be an insurmountable obstacle.

Inadequacies of school buildings are frequently blamed for the lack of an adequate social program, when the real reason is lack of imagination to use the available facilities. Where there are no large rooms for dances, ingenious school officials and students have used several rooms with varied types of music and in this way conducted very successful dances. The natural movement of dancers from one room to another prevented overcrowding, and the dancers indicated they enjoyed the change of pace. Such imaginative use of limited facilities reduces their limitations.

Where new schools are either under construction or on the planning boards, the needs of the school's social program should be given careful attention. Following are a few points that should be kept in mind when planning a new secondary school building:

1. Where will school dances be held? If the gymnasium is to be used, give thought to acoustics. If the dance will take place in

the cafeteria, plan for folding and easily stacked furniture so the area can be cleared with a minimum of labor. Dollies should be provided upon which to place folded cafeteria furniture for easy moving.

2. Whatever area is to be used for school dances, a good dancing surface should be provided. Terrazzo is an excellent flooring for the cafeteria, both for the day-to-day use as well as for social activities. If the gymnasium is to be used, a good hardwood floor will best serve its primary purposes, the physical activities program, as well as the secondary purpose—social activities.

3. Adequate lavatories should be conveniently located.

4. Thought should be given to provide facilities for the serving of refreshments with a minimum of difficulty. A snack bar is a desirable facility.

5. Electrical outlets must be provided in sufficient number for special lighting and for the orchestra.

6. Give thought to the placing of the orchestra. A small stage at one end of the cafeteria or gymnasium serves this need adequately.

7. Many cafeterias are now built on two levels. During social activities the lower level is used for dancing and the upper area for other types of social activities or for refreshments.

8. Thought should be given to supervision. Many problems can be prevented by the careful planning of entrances, lighting, lavatory facilities, and the public address system.

9. Some types of movable gates should be provided that will make it possible to close off those parts of the building not being used by the social activities.

10. Facilities should be provided for the checking or easy handling of hats and coats.

11. A parking area should be provided as near as possible to the entrance or entrances to those portions of the school that will be used for social activities.

12. Thought should be given to the placing of the auditorium and the area to be used for social activities. Many types of social activities call for the use of both facilities during the same evening. These areas should be related to facilitate the easy movement of students from one area to another.

13. Public telephone facilities should be provided in or near the area used for social activities. Students must often call parents or taxi service at the end of the activity.

14. Thought should be given to the planning of installations that will make it possible to place decorations without marring the ceiling or walls. This may be accomplished by placing metal rings or hooks at appropriate intervals in the walls and ceilings. Such equipment can be artistically contrived and actually adds to the attractiveness of the area. Certainly such installations are more desirable than walls and ceilings that have been defaced by the hasty and somewhat thoughtless placing of decorations.

15. The building materials and color scheme should be such that extensive decorations will not be needed. If the area is designed in good taste and proper thought is given to building materials, color scheme, and lighting, extensive decorations will become superfluous.

16. It is desirable for the area used for social activities to be adjacent to an enclosed and accessible courtyard or patio. Properly lighted, this area extends the space for dancing and other social activities in warm weather.

LIMITATIONS IMPOSED BY CUSTOMS AND MORES

Actions considered to be in good taste by one community may be completely rejected by another. It is difficult to generalize about the limitations that local customs or mores impose on the social program. One thing is certain—if a social program is to be favorably received by the community, it must conform to patterns of behavior accepted by that community. Therefore, it is desirable to discuss thoroughly with community leaders departures from acceptable patterns. The High School Community Coordinating Council referred to earlier provides an excellent sounding-board for such discussion.

High school fraternities and sororities present one major problem that must be resolved in accordance with community beliefs. However, there are some generally accepted points of view among educators to serve as guidelines.

Almost all educators agree that the presence of fraternities and sororities in the modern secondary school serves as a detriment to the social program and other phases of the life of the school. More than half of the states have laws making membership in high school fraternities and sororities illegal. These laws provide that membership in such organizations shall be grounds for dismissal from school.

The arguments against such organizations are summarized in a letter sent by one principal to the parents of his students:

> During the adolescent stage of development, rejection by fellow students can do devastating harm to the individual and can be detrimental to the development of a healthy personality. Since most students are rejected or accepted by a set of weak standards and sometimes undergo potentially dangerous initiations, we feel that the existence of secret societies at this level tends to create a set of distorted values and undemocratic practices. Not only may the students who are rejected suffer psychological damage, but the students who are accepted by these organizations often bask in a false type of security that does not promote healthy, independent growth. Students will and should join together in groups. These groups, however, should be free to grow and to change their membership with complete informality. Stating it very simply—we believe that students should draw circles to take others in and not to keep others out. This viewpoint, we believe, is compatible with those principles which are inherent in American democratic society. We also know that the activities of fraternities and sororities have seriously interfered with the scholastic achievement of some of our students. In recent years an increasing number of thoughtful students have declined invitations to join these organizations.

The school administrator and faculty in those schools where such organizations are deeply entrenched will meet determined opposition if steps are taken to abolish such organizations. This does not mean that the school leader, deeply concerned for the welfare of his students, should not make the effort to eliminate secret societies from the life of his school. Success has followed such efforts in many communities.

The school administrator should first move to secure the complete support of his faculty. After this has been accomplished, the help of parent groups should be sought. The superintendent and the board will need to be advised of the situation and their support and assistance won.

While this approach is in progress, the problem should be carefully explained to student leaders. In some schools fraternities and sororities have been abolished by student action after an examination of the facts. In other communities the final step has been taken by the Board of Educa-

tion; however, this usually depends on considerable public opposition to secret societies. One Board did away with these organizations in a high school by passing the following resolution:

> Resolved; That membership by high school students in fraternities and sororities is contrary to the policy of the Board of School Directors of Middletown School District and that the Board of School Directors directs the school administration to take the necessary steps to eliminate such organizations. The Board will fully support the use of such administrative procedures as may be required to secure the full cooperation of the student body with this resolution.

The passage of this resolution simplified the task of dealing with secret societies. The school administration announced that students who persisted in their membership could not hold school office. Each candidate was required to sign a statement attesting that he was not a member of a secret society. The administration also informed students that the colleges and future employers would be advised of their refusal to abide by the announced policy of the Board. Such deterrent action was effective and the secret societies disappeared almost immediately.

A Sample Community Approach

The social life of most students is not confined to the activities provided by the school. The extent of the student's social activities outside the school will vary with his personality, family, and community. In a few communities, parents, working with the school, continually study the social life of the students and have organized to direct the social activities of teenagers into socially acceptable patterns.

One of the best known of these parent organizations is The Parents Council of Secondary Schools of Suburban Philadelphia. The Council is composed of both public and independent schools. The parents' organization of each member school appoints two representatives to the Council, who report to the member organization the Council's decisions, advice, and suggestions. The Council meets at least once each month and studies various facets of the social scene as they affect the teenage group. Representative students are often consulted.

The nature of the work done by this organization of parents is illuminated by one of the Council's recent publications, "We Can Agree." This booklet deals with such problems as parties in the home, the place and need of chaperons, the operation of automobiles by teenagers, appropriate dress for the youth of secondary school age, fam-

ily cooperation, party crashing, the drinking of alcoholic beverages by teenagers, dating, and the appropriate time for teenagers to return home after social activities. We reprint it here in full.

"We Can Agree"

For Grades Ten Through Twelve

We can agree is a set of guiding principles to be used in the home. Its purpose is to achieve cooperation among parents and students for a safe and acceptable program of social activities for young people. It is based on parent and student surveys, and has been prepared by the Parents Council of Secondary Schools, with the cooperation of the Student Auxiliaries.

The Parents Council of Secondary Schools of Suburban Philadelphia was formed in 1951, because of widespread concern among parents and school personnel regarding: (1) drinking of alcoholic beverages by high school age students, (2) unchaperoned parties, (3) "young driver" problems, (4) late hours, (5) appropriate dress, (6) party crashing, (7) a general disregard for the rights and property of others.

As young people mature, they desire more freedom. They usually welcome direction, but they resent arbitrary orders. Because of group pressures, young people are often placed in situations which they are unable to handle with poise and good judgment. They want and need the understanding support of their parents.

Parents are eager to have young people enrich their lives through wholesome social activities. However, parents need fortification to combat the pressure, exerted by the plea of their young people, that "everybody does it."

It is believed that this pamphlet can serve its purpose

best within the families which adopt it through mutual agreement.

General

a. Social activities of students should be confined to week-ends and holidays.
b. Parents should know where, and with whom, their sons and daughters are spending their time while away from home.
c. Parents should check on the prompt acceptance or regret of invitations.
d. Repaying social obligations is important in the social development of young people.
e. Well laid plans for a party are disregarded only by a rude guest. A courteous youth will follow the plans of the host.

Family cooperation

a. Sincerity and open-mindedness are important in the discussion of friends and activities. There may be good reasons for modifying or reversing an opinion.
b. An allowance should be planned together, based on a discussion of financial needs and management of money.
c. Family plans should be organized so that: (1) necessary transportation of young people can be provided, and (2) individual members can be reached in case of emergency or change of plans.

Home entertaining

The home should be the center of young people's social activity. In order for it to be so, the cooperation and support of parents is needed. Young people should be encouraged to bring friends into the home, and parents should welcome the opportunity to meet their son's or daughter's companions and friends.

a. It is important that invitations be clear as to type of function (for appropriate dress), the time of beginning, and ending of a party.
b. It is important that parents *be at home and on call at all times when young people entertain.*
c. Although young people do not want their parties to be regimented by parents, *it is essential that plans for entertainment be made in advance.* Boredom and confusion lead to undesirable results.
d. The number of guests should be limited to a group which can be accommodated easily in the home.
e. Party crashing is an inexcusable custom. Crashers should not be admitted. Written invitations and a guest list will help solve the problem.

f. "Lights out" has no place in a well-ordered party!

g. An ill-behaved guest should not be permitted to spoil a function. Insist upon proper behavior. Speak to an unruly guest in private.

h. Establish definite hours appropriate to the age group. It is the responsibility of the guest to leave at the designated time.

General dating

a. The home should not be forgotten as a possible place for dating. Public entertainment puts a strain on a boy's allowance. Parents should cooperate by providing an agreeable measure of privacy.

b. Appropriate dress is a mark of good taste.

c. A girl and her parents should agree on a definite time for return from a date. A boy should be given an opportunity to meet the parents of the girl, and to discuss expected time of arrival at home.

Hours

For parents to set a satisfactory hour for a young person's expected arrival at home from a social engagement, two factors have to be considered: (1) What time will the affair be over? (2) What is a reasonable amount of time to allow for arrival at home?

1. **What time will the affair be over?** The following is a suggested guide:

	GRADES		
	10th	11th	12th
Formals	11:00* 12:00*	12:00* 1:00*	12:00* 1:00*
Informals	11:00* 11:30*	11:00* 12:00*	11:00* 12:00*
Home Parties	11:30	12:00	12:30
General Dating	11:30	12:00	12:00

*Determined by regulations in individual schools

2. **What is a reasonable amount of time to allow for arrival at home?** (If transportation is provided by parents, there is no problem.)

a. Young people should come directly home from a function unless other plans have been approved by parents. If a young person is delayed for any reason, he should telephone home.

b. *Parties* following dances or parties should be discouraged. It is understandable that following a *dance* there may be a desire

for something to eat in a snack shop, or in a private home. Since late meandering on the streets or in public places is unsafe for young people, the time allowance for the added privilege should be reasonably, but definitely set.

c. An invitation issued for refreshments following a dance, or other late social function, should include a definite time for beginning and ending. *One hour* would seem adequate for an occasion of this type.

Driving

a. Parental consent for the driving privilege should be based on young people's proof of ability to control *themselves* and *the car*. A healthy attitude regarding the rights and welfare of others is essential.

b. *Trained instruction is urged.* Unskilled driving, as well as poor driving attitudes, can jeopardize lives and the economic welfare of an entire family.

c. It is the duty of parents to make certain that any car driven by their young people is in safe operating condition.

d. Young drivers should be expected to assume their portion of responsibility for the maintenance and appearance of the shared car.

e. Parents should be firm in their decision to take away the car privilege when it is abused. On the other hand, they should be generous in their praise of proper driving attitudes and careful handling of the car.

f. Young people should be warned that overcrowding of a car is dangerous.

g. Parents of inexperienced drivers should not permit them to carry passengers.

h. *Riders* have a share in the responsibility for safe driving. Dares and jeers from riders have been responsible for more than one death.

i. Young people should be informed that it is wise to refuse to ride with a reckless driver.

Drinking

Drinking among high school students presents a serious problem in which parents must consider their responsibilities. Young people confirm that a large number of parents serve alcoholic beverages (beer, wine and whiskey) to young guests in their homes. It is well known that, because of lax parental chaperonage, alcoholic beverages are brought to parties by guests, and are served by the guests themselves. Parents have a major responsibility in this matter. They are aware of the hazards of teen-age drinking—youth is not.

a. No one has the moral right to serve any alcoholic beverage

to other people's children. The adult who does so is directly responsible for *any* of the *serious consequences* which may result.

b. Pennsylvania State Law prohibits sale of liquor to minors (under twenty-one years), and forbids serving it to them in any public place.

c. Public opinion stamps as improper and inconsiderate the serving of beer or liquor to any high school boy or girl who is a guest in your home.

d. Parents should impound any alcoholic beverage which is brought to a party. No alcoholic beverages should be accessible to young guests.

e. Young people should not feel that it is a disgrace to decline an alcoholic drink.

f. Young people should be informed that it is foolhardy to ride with a driver who is under the influence of alcohol, and should be encouraged instead to seek safer means of transportation.

CAN YOUR FAMILY SAY—"WE CAN AGREE"?

A further illustration of the technique used by the Parents Council in dealing with a current problem is a letter that was recently sent to all parents of the member schools, asking them pertinent questions designed to focus their attention on their responsibilities as parents. Here is the letter:

Dear Parents

Some introspection may be in order. Perhaps some of the problems we as parents have had to face may be the result of our own shortcomings in proper guidance to our dating sons and daughters. Parents Council of Secondary Schools has prepared the following questionnaire. Have you the courage to test yourself?

HOW DO YOU RATE AS THE PARENT OF A DATING DAUGHTER?	YES	NO
1. Do you arrange to meet your daughter's escorts?	( )	( )
2. Do you check on where and with whom time will be spent?	( )	( )
3. Do you see that she is properly attired for the occasion, and ready when called for?	( )	( )
4. Do you set a definite time for arrival at home?	( )	( )
5. Does she know that she must set the moral standards?	( )	( )
6. Do you chaperone your daughter's parties?	( )	( )
7. Have you advised your daughter that it is no disgrace:		
a. to leave a party where alcoholic beverages are served?	( )	( )

b. to leave a party where the behavior is undesirable? ( ) ( )
c. not to ride with a reckless driver? ( ) ( )

8. Do you encourage double dating? ( ) ( )
9. Do you discourage long drives for snacks after dates? ( ) ( )

HOW DO YOU RATE AS THE PARENT OF A DATING SON?	YES	NO
1. Have you trained him to respect the "Ladies First" concept?	( )	( )
2. Does he know that he must assume the role of "Guardian" of his date's reputation and safety?	( )	( )
3. Do you check on where and with whom time is to be spent?	( )	( )
4. Do you see that he is properly attired for the occasion, and that he calls for his date at the appointed time?	( )	( )
5. Have you trained him to inquire as to the time his date is expected home?	( )	( )
6. Do you chaperone your son's parties?	( )	( )
7. Have you advised your son that it is no disgrace:		
a. to leave a party where alcoholic beverages are served?	( )	( )
b. to leave a party where the behavior is undesirable?	( )	( )
c. not to ride with a reckless driver?	( )	( )
8. Do you encourage double dating?	( )	( )
9. If your son is a driver, do you forbid overloading of the car, and insist upon careful driving?	( )	( )
10. If he has a junior license, do you insist that he obey the law and not drive after midnight?	( )	( )

If your answers lean heavily toward the affirmative side, we congratulate you, you deserve top rating. To those whose answers place them on the negative side, we appeal to "climb over the fence and join us."

Yours, for fewer problems,

The Parents Council of Secondary Schools.

A Guide to Social Activities

Evaluation

The social program of any secondary school should be constantly evaluated. Although this is one of the primary responsibilities of the social program director, ultimately the responsibility rests with the principal. Each social event must be reviewed; if this is done faithfully, the decline in the appeal of any activity will be quickly apparent. Waxing and waning of the various types of social events is to be expected. The tastes of young people change rapidly. For instance, many educators report that at the present time the formal dance is declining in appeal. This appears to be true both in the high schools and on many college campuses. But other social events are becoming increasingly popular—among these are folk singing, the hootenanny, and the talent show.

The school social program is in little danger of losing its appeal when the students are actively engaged in the planning. They also must be given extensive responsibility in doing the work connected with each activity. The student knows what he wants in the social program and knows what events and activities will appeal to his peers. The faculty and parents are far from being infallible judges in this area.

Students should understand that the social program is not fixed. Any social event may be modified, abolished, or replaced. The director of the social program in a large

high school recently stated: "It would be good if we could begin each year with no knowledge of what took place the previous year. In this way the students would plan those events that have wide current appeal. A few events, like the Commencement Dance and the Junior Prom, would probably be repeated each year; however, the students would have to indicate a desire for each event." This may be an extreme statement, but the philosophy is clear. A social program must not become bound by tradition. It must be adaptable, to meet the changing tastes of each generation of students.

EVALUATE EACH EVENT

Those responsible for the social program should evaluate each event. This is easily done, and it is not always necessary to involve all the students. A questionnaire completed by members of student council or a cross-section of the students involved will suffice. Below is a sample of a questionnaire used in a suburban high school.

Name of Social Event .....
Date .....

1. Did you attend? Yes ..... No .....
2. If you did not attend, please state your reason for not attending, but do not answer any of the other questions: .....

To be answered by those students who did attend:

3. Did the event appeal to you? Check one:
   Very much ..... To a moderate degree ..... Very little .....
4. What particular phase of the event did you enjoy most? .....
5. Evaluate the orchestra. Check one:
   Very good ..... Average ..... Not satisfactory .....
6. Suggest any change which you believe would have improved the event .....

During the week following the social function, the program director should ask those faculty members who had responsibility for it to meet briefly for an evaluation. Aspects that went well and areas that might be improved should be noted. This information should be filed so as to be available to those staff members assuming responsibility for similar events in the future.

THE TOTAL PROGRAM

Not only ought each event to be evaluated, but the total social program should also receive scrutiny near the end of each year. The information so secured can be used in constructing the social program for the next year. Below is a questionnaire used by a school to evaluate its year's social activities.

TO THE STUDENTS:

Each year the student council, working with the social committee, attempts to provide a social program that will serve the students of our high school. We are anxious to know how well we have succeeded, and equally anxious for your suggestions as to how the social program could be improved. Your frank answers will be appreciated.

1. Which type of social event do you believe has the widest appeal?

   ..... Informal Dances ..... Talent Shows
   ..... Musical Programs ..... Formal Dances
   ..... Dramatic Productions

2. Do you believe we have a sufficient number of social events?

   ..... Almost the right number
   ..... Too many
   ..... Not enough

3. Are there social events which you would like to see eliminated? .....

4. Please give your over-all suggestions for the improvement of the social program .....

5. How many social events did you attend during the school year?

___ All
___ Almost all
___ About one-half
___ None

Thank you,
The Social Committee
of Student Council

With the information provided by this type of questionnaire, supplemented by similar information from staff members and parents, the director of the social program and the student council have the facts that will enable them to evaluate the program intelligently and to plan for its continual improvement.

A Guide to Social Activities

Points To Remember

Educators are interested in developing a social program in the secondary schools that promotes the proper social growth of each student, but does not infringe upon the instructional activities. Attempts to accomplish this raise many questions.

Most of the questions must be answered on the basis of specific facts pertinent to a particular school. For some of them no answer is readily apparent. However, some generalizations must be offered.

Why should schools provide a social program for their students?

Since man is a social animal and schools have been created by man to assist in the continuing improvement of society, most leaders in our society have agreed that the schools have an important role in the social development of youth. Social behavior is learned and schools are concerned with learning. Therefore, it seems logical that schools should provide learning experiences which lead to the development of acceptable patterns of social behavior. This is especially true as advances in technology free man for longer periods of leisure.

Why is a social program essential in the secondary school level?

Children enter the secondary schools and young adults emerge. All of the problems of adolescence are faced in this period. During the throes of rapid physical, intellec-

tual, and emotional development, the secondary school students are extremely conscious of the way in which they relate to their society. A well planned social program can ease the transition from childhood to adult status. Inevitably youth will develop some patterns of social behavior. Whether these patterns are acceptable or objectionable may depend on the influence of the secondary school working in concert with parents and community agencies.

What factors should be studied to determine the secondary school's role in the social programs?

The provision of a balanced variety of social experiences is a community problem. The share of responsibility assumed by the secondary school should be based on the quantity and quality of activities provided by other community agencies. The portion of this total responsibility a school accepts as its share should be carefully outlined in statements of the aims and objectives of the school. Accomplishing these goals then becomes an educational problem to be attacked, as are most educational problems, by examining the needs of the youngsters and the resources available—then providing an imaginative program that is varied, flexible, and adaptable.

What is the student's role in the social program of the school?

A good social program will provide both enjoyment and enlightenment for students. Since the desired outcome consists of both entertainment and education for youth, students must be involved in all phases of the development and implementation of the program. Students will learn more and be happier if they have a real part to play in the planning, preparation, supervision, and evaluation of each social activity. The social program will be more acceptable to all youth if their peers have participated actively in determining what it will include, when events will be held, what kind of behavior will be permitted, and how adults will be involved.

How can students participate actively in the development and implementation of the social program?

Student opinion should be given careful consideration when planning the social activities for a school year. In most schools students express themselves through their student council, which represents all segments of the student body. The lines of communication between the homeroom and the student council are always open and can be utilized efficiently and effectively. Ideas developed at any source among the student body can be tested among all students in a relatively easy manner. However, a questionnaire may be used occasionally to determine more specifically the strength of student opinion.

Once the program for the year has been developed, student committees can and should be held responsible for developing specific plans for each event. They should conduct all necessary preparations for each event and carry on follow-up activities, including clean-up and evaluation.

What is the role of the faculty?

As a group, the school faculty should participate with other groups in the formulation of plans for the social program. They should also develop the policies under which the program will be conducted to assure the achievement of the desired goals. As educators, the faculty members are in the best possible position to ascertain whether the program is designed to contribute to the social growth of youth.

Individually, faculty members should supervise each phase of a social activity. On the date of the event the faculty chaperones can supply the on-the-spot guidance needed to guarantee the success of the activity.

How can parents help?

The most obvious contribution parents can make to the school's social program is in the capacity of chaperones for school events. However, schools with successful social

programs have relied heavily on the advice of parents during the planning and evaluation of the social program.

Parent groups can help the entire community by giving the community's social program a sense of direction. Cooperative efforts by parent groups such as those cited in the chapter, "Sample Community Approach," seems to offer the best means of involving parents.

How can the secondary school and the community agencies cooperate to provide for the social growth of youth?

Teenagers spend less than one-third of each day and about one-half of the days in a year under the guidance of their secondary schools. This means that homes, churches, and other community agencies must also consider providing for the proper social satisfaction of youth. Every community agency should consider the social development of children and youth as a common concern.

The formation of a group to coordinate the contributions of each agency in the community should do much to improve the current situation. If no one has assumed the leadership for the establishment of such a coordinating body, the secondary school principal and the faculty should "take the bull by the horns." Business, civic, church, and governmental leaders will quite probably cooperate in the venture.

Who is responsible for seeing that the school's social program is implemented?

The secondary school principal must accept the ultimate responsibility for every phase of the school program. But just as he assigns teachers to carry on the instructional program and coaches to conduct the athletic program, he should assign a staff member to direct the social activities of the school. School size will be the determining factor in the amount of time the social director can devote to this responsibility, but the designation of one faculty member

for this task is a sound practice, even in the smaller secondary schools.

The social program requires adult guidance at every stage of its development and implementation. The social director can assure the achievement of the ultimate goals of the over-all program by providing this guidance. On occasion he assists other faculty members as they prepare for specific events. Frequently he will work closely with the student council or other student groups. By maintaining close contact with the principal, he should be able to see that social activities contribute to the total school program.

What are the social director's functions?

Seeing that things get done and done properly are the important tasks of the social director. These tasks require that his attention be devoted to the details of planning, financing, supervising, and evaluating each event. The tasks also demand that he take the lead in developing and evaluating plans for the entire program.

As he exercises these functions, the social director must be cognizant of the influences of changing conditions. As each new fad develops among the students, he must relate it to the traditions, customs, mores, and other limitations of the school and community. The success of the social program depends on a director sensitive to the needs and desires of the youth for whom the program is created, but one with sufficient rapport with the students to be able to say "No" and not be resented.

How can secondary schools improve their social programs?

Most secondary schools can develop better social programs than they now have. The basic requirements for improvement are imagination, ingenuity, innovation, and involvement.

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About the Authors

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Dr. Keim has been extremely active in the Pennsylvania Association of Secondary-School Principals and the National Association of Secondary-School Principals. He has served as president of the former, and for the past eight years has been a member of its executive committee. He has appeared as a speaker on programs at NASSP national conventions, and has served on several of that organization's committees, one of which being the School-College Relations Committee; as a member of this committee he took an active part in the development of the new Secondary-School Record Transcript and Student Description Summary.

He is also a member of the Philadelphia Suburban Principals Association and the Headmasters Association.

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About the Authors

Morris Jones, Director of Field Service for the Maryland State Teachers Association, began his career as a junior high school social studies teacher in a small rural Maryland school, where he became a part-time guidance counselor and director of extra-curricular activities.

For ten years Mr. Jones was principal of the Stevensville High School on Kent Island at the foot of the Chesapeake Bay Bridge; during this period he became Secretary and then President of the Maryland Association of Secondary-School Principals. He also served on State Department of Education committees that developed comprehensive statements of the principles and standards underlying secondary education in Maryland. In February 1962, Mr. Jones joined the staff of the Maryland State Teachers Association as Coordinator of Student Programs.

Mr. Jones, a native of Maryland, received his bachelor of science degree from Salisbury (Maryland) State Teachers College in 1950, and has done graduate work at the Universities of Maryland and Delaware.

An active participant in professional association work, he is a life member of the National Education Association and the Maryland State Teachers Association. Mr. Jones has served as chairman of the National Association of Secondary-School Principals' Committee on Smaller Secondary Schools since it was established in 1961. He is a member of Phi Delta Kappa, the National Education Field Service Association, and the Association for Human Relationships in Maryland Schools.